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# Fluency Packet for 2 - 3 Grade Band

*40 Passages*

**Instructions:**

The packet below can be used regularly over the course of a school year to help students build fluency. There are enough passages to work on one per week.

We recommend that students who need it, practice reading one passage at least 3x daily for a week (15-20 repetitions).

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” *It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation attended to!*
2. Then have students read the passage aloud while monitored for accuracy.
3. When reading aloud, students should focus on reading at an **appropriate pace**, reading words and punctuation **accurately**, and reading with appropriate **expression**.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection perfectly and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. Students need to know they are obligated to understand what they read at all times. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.

After mastery of one passage, students should move on to the next passage and repeat the process. The packet has been organized by genre, but teachers should feel free to re-order the passages to best meet student and classroom needs.

Regular practice of this type **will** help students rapidly build grade-level fluency!

*\*Please note: These passages have been ordered by genre for ease of organization, but we encourage you to change the order to match your and your students’ needs. In addition, feel free to alternate between passages long and short passages, excerpt from longer passages, or break longer passages up into multiple smaller passages.*

**Table of Contents**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Title | Author | Genre | pg. |
| 1 | *The Frightened Lion* | Aesop | Poetry/Fable | 4 |
| 2 | *The Little Red Hen* | Traditional | Poetry/Fable | 6 |
| 3 | *Hey Diddle Diddle* | Traditional | Poetry/Song | 8 |
| 4 | *Little Miss Muffet* | Traditional | Poetry/Song | 10 |
| 5 | *The Wild Swans at Coole* | William Butler Yeats | Poetry | 12 |
| 6 | Untitled | Anonymous | Poetry | 14 |
| 7 | *Ann and Frank* | Unknown | Poetry | 16 |
| 8 | *At the Seaside* | Robert Louis Stevenson | Poetry | 18 |
| 9 | *The Cow* | Robert Louis Stevenson | Poetry | 20 |
| 10 | *Farewell to the Farm* | Robert Louis Stevenson | Poetry | 22 |
| 11 | *The City Mouse and Country Mouse* | Jean de La Fontaine | Poetry | 24 |
| 12 | *Eating While Reading* | Gary Soto | Poetry | 26 |
| 13 | *Knoxville Tennessee* | Nikki Giovanni | Poetry | 28 |
| 14 | *Weather* | Eve Merriam | Poetry | 30 |
| 15 | *Afternoon on a Hill* | Edna St. Vincent | Poetry | 32 |
| 16 | *The Lion and the Mouse* | Aesop | Fable | 34 |
| 17 | *The Ant and the Grasshopper* | Aesop | Fable | 36 |
| 18 | *The Fox and the Stork* | Aesop | Fable | 38 |
| 19 | *The Milkmaid and Her Pail* | Aesop | Fable | 40 |
| 20 | *The Tortoise and the Hare* | Aesop | Fable | 42 |
| 21 | *Peter Possum’s Playful Trick* | Margaret Campbell | Fiction | 44 |
| 22 | *An excerpt from the Story of the Three Little Pigs* | Traditional | Fiction | 46 |
| 23 | *An excerpt from Rosy’s Journey* | Louis Alcott | Fiction | 48 |
| 24 | *The Wizard of Oz an excerpt* | L. Frank Baum | Fiction | 50 |
| 25 | *“Bats” an excerpt* | Randall Jarrell | Non fiction | 52 |
| 26 | *Young Abraham Lincoln* | Wayne Whipple | Non Fiction | 54 |
| 27 | *Biscuits, recipe from Pillsbury Cookbook* | L.P Hubbard | Non Fiction | 56 |
| 28 | *The Story of the Boy Who Made Beautiful Melodies* | Thomas Tapper | Non fiction | 58 |
| 29 | *The story of a little boy and his sister who gave concerts* | Thomas Tapper | Non Fiction | 60 |
| 30 | *National Parks* | NPS | Non Fiction | 62 |
| 31 | *Ecosystems: Nature Neighborhoods* | NPS | Non Fiction | 64 |
| 32 | *What are the parts of a hurricane?* | NASA | Non Fiction | 66 |
| 33 | *First Lady Speaks at 2013 Kid’s State Dinner* | Letsmove.gov | Non Fiction | 68 |
| 36 | *Our Global Kitchen: Food Nature and Culture* | Amnh.org | Non Fiction | 70 |
| 37 | *EatSleep Play: Building Health Every Day* | Cmom.org | Non Fiction | 72 |
| 38 | *Color Shows Mood* | Unknown | Non Fiction | 74 |
| 39 | *Food is Our Fuel* | Unknown | Non Fiction | 76 |
| 40 | *Nibsy’s Christmas* | Jacob August Riis | Realistic Fiction | 78 |

*The Frightened Lion*

By: Aesop

A Bull Frog, according to rule,

Sat a-croak in his usual pool:

And he laughed in his heart

As a Lion did start

In a fright from the brink like a fool.

IMAGINARY FEARS ARE THE WORST.

*The Frightened Lion*

By: Aesop

Checking for Understanding

1. What was the frog doing in the beginning of the poem?
2. Summarize what happened in lines 3 and 4 in your own words: “And he laughed in his heart as a lion did start.”

Vocabulary:

* fright
* usual

<http://mythfolklore.net/aesopica/crane/6.htm>

*The Little Red Hen*

Traditional

There were many animals on the farm. They lived there happily.

The little Red Hen was in the farmyard with her chickens when she found some grains of wheat. That is a small seed that can grow into a plant.

"Who will plant this wheat?" she said. “Please plant it. Then we can have more grain when the plant grows.”

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen.

She was disappointed. The other animals should have helped. After a month, the wheat grew into plants.

When the wheat was ripe she said, "Who will take this wheat to the mill?" The mill is a place where people grind the seeds. It turns into flour. Then you can make bread from the flour.

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen, sadly. “I will do it myself.”

So then she took the wheat to the mill. When she brought the flour home she said, "Who will make some bread with this flour?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen.

She was disappointed again. When the bread was baked, she said, "Who will eat this bread?"

"I will," said the Goose

"I will," said the Duck.

"No, you won't," said the little Red Hen. "You did not help. I will eat it myself. Cluck! Cluck!" She ate it with her children, the chickens.

*The Little Red Hen*

By: Unknown

Checking for Understanding

1. Why did you think the Goose and the Duck not want to help little Red Hen?

2. Was it fair that little Red Hen didn’t share with the Goose and the Duck? Why?

Vocabulary:

* wheat
* grain
* disappointed
* ripe
* mill

<http://teacher.depaul.edu/Documents/TheLittleRedHenFiction3rdGrade.pdf>

*Hey Diddle Diddle*

Traditional

Hey, diddle, diddle,

the cat and the fiddle,

the cow jumped over the moon.

The little dog laughed

to see such a sport

and the dish ran away with the spoon.

*Hey diddle diddle,*

Traditional

Checking for Understanding

1. Why was the dog laughing?
2. What were the dish and spoon doing in the end?

Vocabulary:

* fiddle

[www.pdinfo.com/pd-music-generes/pd-children-songs.php](http://www.pdinfo.com/pd-music-generes/pd-children-songs.php)

*Little Miss Muffet*

Traditional

Little Miss Muffet

Sat on a tuffet

Eating of curds and whey;

There came a big Spider

who sat down beside her,

And frightened Miss Muffet away.

*Little Miss Muffet*

Traditional

Checking for Understanding

1. What was Little Miss Muffet eating?
2. Why did she scurry away?

Vocabulary:

* tuffet

<http://www.all-poetry.net/leonard-leslie-brooke/little-miss-muffet-36504>

*The Wild Swans at Coole*

By: William Butler Yeats

The trees are in their autumn beauty,

The woodlands paths are dry,

Under the October twilight the water

Mirrors a still sky;

Upon the brimming water among the stones

Are nine and fifty swans

*The Wild Swans at Coole*

By: Robert Louis Stevenson

Checking for Understanding

1. In what season does this poem take place?
2. How many swans are there?

Vocabulary:

* woodlands
* path
* twilight

<http://www.rainsnow.org/csh_poems_by_william_butler_yeats.htm#The%20Wild%20Swans%20At%20Coole>

Untitled

By: Anonymous

Soothing music plays

Homework’s done and all is well

Smile of contentment

* It should be noted this is a Haiku

Untitled

By Anonymous

Checking for Understanding

1. Why is the person smiling?
2. What sounds can be heard?

Vocabulary:

* contentment
* soothing

<http://cd1.edb.hkedcity.net/cd/eng/poemsandsongs/pdf/poems%20and%20songs.pdf>

*Ann and Frank*

By: Unknown

One day Ann and Frank went to the lake with Rover. Rover can swim well, so Frank made him go into the water after a stick.

"Jump, Rover! Jump in and get the stick," said Frank; and into the water he went with a big splash. Pretty soon he came out with the stick in his mouth.

Rover did not like the game as much as Frank, as the water was a little cold. They had a fine time for a while with Rover, and then set out for home, as it was late in the day, and they could not stay long.

On the way home, Rover saw a rabbit, and away he went after it, as fast as he could go. Ann and Frank ran too, but could not keep up with Rover and the rabbit.

When they got home, Rover was there, and Frank said, "Where is the rabbit, Rover?" Rover gave Frank a funny look and went away. "O I know!" said Frank, "the rabbit ran so fast you could not catch it."

*Ann and Frank*

By: Unknown

Checking for Understanding

1. Is Rover an animal or a person? What about Frank? Use specific words from the text to explain how you know.
2. How do you think Rover felt about not catching the rabbit?

Vocabulary:

* lake
* splash
* fine

<http://www.k5learning.com/sites/all/files/reading-comprehension-worksheet-grade-3-rover.pdf>

*At the Seaside*

By Robert Louis Stevenson

When I was down beside the sea

A wooden spade they gave to me

To dig the sandy shore

My holes were empty like a cup.

In every hole the sea came up,

Till it could come no more.

*At the Seaside*

By: Robert Louis Stevenson

Checking for Understanding

1. What object was used to dig?
2. What happened to all of the holes?

Vocabulary:

* spade

[http://www.poetryloverspage.com/poets/stevensoN/At\_sea\_side.html](http://www.poetryloverspage.com/poets/stevenson/at_sea_side.html)

*The Cow*

By: Robert Louis Stevenson

The friendly cow all red and white,

I love with all my heart:

She gives me cream with all her might,

To eat with apple-tart.

She wanders lowing here and there,

And yet she cannot stray,

All in the pleasant open air,

The pleasant light of day;

And blown by all the winds that pass

And wet with all the showers,

She walks among the meadow grass

And eats the meadow flowers.

*The Cow*

By: Robert Louis Stevenson

Check for Understanding

1. What does the cow eat?
2. What does then narrator eat with cream?

Vocabulary:

* Lowing
* “all her might”
* meadow
* stray

Overall RMM Score: 8.6

Common Core Grade Band: 6-10

[www.poetryloverspage.com/poets/Stevenson/cow.html](http://www.poetryloverspage.com/poets/Stevenson/cow.html)

*Farewell to the Farm*

By: Robert Louis Stevenson

The coach is at the door at last;

The eager children, mounting fast

And kissing hands, in chorus sing:

Good-bye, good-bye, to everything!

To house and garden, field and lawn,

The meadow-gates we swang upon,

To pump and stable, tree and swing,

Good-bye, good-bye, to everything!

And fare you well for evermore,

O ladder at the hayloft door,

O hayloft where the cobwebs cling,

Good-bye, good-bye, to everything!

Crack goes the whip, and off we go;

The trees and houses smaller grow;

Last, round the woody turn we sing:

Good-bye, good-bye, to everything

*Farewell to the Farm*

By: Robert Louis Stevenson

Checking for Understanding

1. Why do the trees and houses appear smaller?
2. What are they riding in?

Vocabulary:

* evermore
* hayloft
* cling
* cobweb
* woody (which here just means forest)

<http://www.poetryloverspage.com/poets/stevenson/farewell_to_farm.html>

*The City Mouse and Country Mouse*

By: Jean de La Fontaine

City Mouse, with ways polite,

A Country Mouse invited

To sup with him and spend the night.

Said Country Mouse: "De--lighted!"

In truth it proved a royal treat,

With everything that's good to eat.

Alas! When they had just begun

To gobble their dinner,

A knock was heard that made them run.

The City Mouse seemed thinner.

And as they scampered and turned tail,

He saw the Country Mouse grow pale.

The knocking ceased. A false alarm!

The City Mouse grew braver.

"Come back!" he cried. "No, no! The farm,

Where I'll not quake or quaver,

Suits me," replied the Country Mouse.

"You're welcome to your city house."

*The City Mouse and Country Mouse*

By: Jean de La Fontaine

Checking for Understanding

1. What frightened the mice?
2. Why didn’t the Country Mouse want to stay with the City mouse?

Vocabulary:

* proved
* country

<http://www.poems4free.com/TheCityMouseAndTheCountryMouse.html>

*Eating While Reading*

By: Gary Soto

What is better

Than this book

And the churn of candy

In your mouth,

Or the balloon of bubble gum

Or the crack of sunflower seeds,

Or the swig of soda,

Or the twist of beef jerky,

Or the slow slither

Of snow cone syrup

Running down your arms?

What is better than this sweet dance?

On the tongue

And this book

That pulls you in?

*Eating While Reading*

By: Gary Soto

Checking for Understanding

1. What is one food the author enjoys eating while reading?
2. What does the author take a swig of?
3. What is this poem about?

Vocabulary:

* none listed
* churn
* swig
* slither

<http://gn009.k12.sd.us/Fluency%20Norms%20and%20Fluency%20Passages/3rd%20Grade%20Poetry%20Fluency/Eating%20While%20Reading.pdf>

*Knoxville Tennessee*

By: Nikki Giovanni

I always like summer

Best

You can eat fresh corn

From daddy's garden

And okra

And green

And cabbage

And lots of

Barbeque

And buttermilk

And homemade ice cream

At the church picnic

And listen to

Gospel music

Outside

At the church

Homecoming

And go to the mountains with

Your grandmother

And go barefooted

And be warm

All the time

Not only when you go to bed

And sleep

*Knoxville Tennessee*

By: Nikki Giovanni

Checking for Understanding

1. What is vegetables that comes from Daddy’s garden?

Vocabulary:

* none listed
* Green (generic term for garden vegetables, usually “greens”)

<http://teaandpoetrybookclub.blogspot.com/2012/10/knoxville-tennessee-by-nikki-giovanni.html>

*Weather*

By: Eve Merriam

Dot a dot dot dot a dot dot

Spitting the windowpane,

Spack a spack speck flick a flack fleck

Freckling the windowpane.

A spatter a scatter a wet cat a clatter

A splatter a rumble outside

Umbrella umbrella umbrella umbrella

Bumbershoot barrel of rain

Slosh a galosh slosh a galosh

Slither and slather and glide

A puddle a jump a puddle a jump

A puddle a jump puddle splosh

A juddle a pump a luddle a dump a

Puddmuddle jump in an (Is this how it ends or is something cut off here?)

*Weather*

By: Eve Merriam

Checking for Understanding

1. What kind of weather is this poem about
2. In what stanza did the narrator begin to enjoy the weather outside?

Vocabulary:

* none listed
* scatter
* splatter
* galosh (as in “galosher” rubberized half boots that used to be used to go over shoes in the rain

<http://www.gobookee.net/get_book.php?u=aHR0cDovL3d3dy5zaGVsbHNwb3QuY29tL2NsYXNzcm9vbS9QaG90b3N0b3J5L1BvZXRyeXBkZi93ZWF0aGVyLnBkZgpXZWF0aGVyIEJ5IEV2ZSBNZXJyaWFt>

Afternoon on a Hill

By: Edna St. Vincent

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

And when lights begin to show

Up from the town,

I will mark which must be mine,

And then start down!

*Afternoon on a Hill*

By: Edna St. Vincent

Checking for Understanding

1. What will the narrator touch?
2. When the narrator marks which is hers what is she referring to?

Vocabulary:

* none listed but note poetic use of “bow”

<http://www.poemhunter.com/poem/afternoon-on-a-hill/>

*The Lion and the Mouse*

By: Aesop

Once, when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. “Pardon, O King,” cried the little Mouse, “forgive me this time. I shall never forget it! I may be able to return the favor one of these days. “ The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap, and the hunters, who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight of the Lion, went up to him and soon gnawed away the ropes that bounded the King of the Beasts. “Was I not right?” said the little Mouse.

Little friends may prove great friends.

*The Lion and the Mouse*

By: Aesop

Checking for Understanding

1. How did the lion react to the mouse’s promise?
2. How was the lion in danger?

Vocabulary:

* plight
* desired

<http://www.pubwire.com/DownloadDocs/AFABLES.PDF>

*The Ant and The Grasshopper*

By: Aesop

One summer’s day a Grasshopper was hopping about, chirping and singing to its heart’s content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. “Why not come and chat with me,” said the Grasshopper, “instead of toiling and working in that way?” “I am helping to lay up food for the winter,” said the Ant, “and recommend you to do the same.” “Why bother about winter?” asked the Grasshopper. “We’ve got plenty of food at present.” But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger while it saw the ants distributing corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for the days of necessity.

*The Ant and the Grasshopper*

By: Aesop

Checking for Understanding

1. What happened to the Grasshopper once winter came?
2. In what season did the Ant start to collect food in the story?

Vocabulary:

* necessity
* toiling
* toil
* bearing
* distributing

<http://www.pubwire.com/DownloadDocs/AFABLES.PDF>

*The Fox and the Stork*

By: Aesop

At one time the Fox and the Stork were on visiting terms and seemed very good friends. So the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began. “ I am sorry”, said the Fox, “the soup is not to your liking.” “Pray do not apologize,” said the Stork. “I hope you will return this visit, and come and dine with me soon. ”So a day was appointed when the Fox should visit the Stork; but when they were seated at the table their diner was contained in a very long-necked jar with a narrow mouth, in which the Fox could not insert his snout. All he could manage to do was to lick the outside of the jar. “ I will not apologize for the dinner,” said the Stork “because one bad turn deserves another.”

One bad turn deserves another.

*The Fox and the Stork*

By: Aesop

Checking for Understanding

1. How did the Fox do the wrong thing?
2. Did the fox learn his lesson? How do you know?

Vocabulary:

* appointed

<http://www.pubwire.com/DownloadDocs/AFABLES.PDF>

*The Milkmaid and Her Pail*

By: Aesop

A Milkmaid was walking to market carrying her milk in a pail on her head. As she went along she began calculating what she would do with the money she would get for the milk. “I’ll buy some fowls from Farmer Brown,” said she, “and they will lay eggs each morning, which I will sell to the parson’s wife. With the money that I get from the sale of these eggs I’ll buy myself a new dress and a new hat. Polly Shaw will be that jealous. But I don’t care. I shall just look at her and toss my head like this. “As she spoke she tossed her head back, the Pail fell off, and all the milk was spilt. She had to go home and tell her mother what had occurred. “Ah, my child.” Said the mother. “Do not count your chickens before they are hatched.”

Do not count your chickens before they are hatched.

*The Milkmaid and her Pail*

By: Aesop

Checking for Understanding

1. What was the Milkmaid thinking about as she walked to market?
2. How would you describe her feelings after the milk spilt?

Vocabulary:

* fowls
* split
* milkmaid
* calculating
* market

<http://www.pubwire.com/DownloadDocs/AFABLES.PDF>

*The Tortoise and the Hare*

By: Aesop

There once was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, Slow and Steady, the tortoise, challenged him to a race. All the animals in the forest gathered to watch.

Hare ran down the road for a while and then and paused to rest. He looked back at Slow and Steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."

Slow and Steady walked and walked. He never, ever stopped until he came to the finish line.

The animals who were watching cheered so loudly for Tortoise, they woke up Hare.

Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line.

After that, Hare always reminded himself, "Don't brag about your lightning pace, for Slow and Steady won the race!"

*The Tortoise and the Hare*

By: Aesop

Checking for Understanding

1. Who ran faster, Hare or the tortoise?
2. Who won the race?
3. How did the slower animal win the race?

Vocabulary:

* Hare
* tortoise
* brag
* boast
* challenge
* gather
* pace
* alongside

<https://www.storyarts.org/library/aesops/stories/tortoise.html>

*Peter Possum’s Playful Trick*

By: Margaret Chaplin Campbell

Peter Possum opened one eye. The sun was setting. “Time to get up,” said Peter Possum.

Everything looked upside down. That was because Peter Possum sometimes hung upside down. Peter Possum pulled himself up to the branch and unwrapped his tail. He was right side up again.

He climbed down the tree trunk. “I’m hungry,” he said. “What do I want today? I feel in the mood for some garbage.”

Off he started toward the Laceys’ garbage can. Mrs. Lacey was a good cook. “Watch out for Old Dog Tiger,” Peter told himself. “Watch out for Peter Possum,” Old Dog Tiger was saying to himself. “Protect the garbage can from Peter Possum.”

Old Dog Tiger hid behind the garbage can and waited as Peter Possum came hurrying along as fast as he could. “I’m in the mood for a ham sandwich,” said Peter Possum. Old Dog Tiger watched and waited. “I’m in the mood for a possum sandwich,” thought Old Dog Tiger.

Peter Possum started pushing the lid from the can. Old Dog Tiger leaped out. “Snarl! Ruff! Growl!” “Oh! Oh!” yelled Peter Possum. “What can I do? Old Dog Tiger is too close. I cannot run. I cannot hide. I cannot even climb.”

PLOP! Peter Possum flopped over on the ground. He did not move when Old Dog Tiger sniffed him. He did not open his eyes. He did not make a single sound. “Look what I’ve done,” said Old Dog Tiger. “I scared that possum to death. I’ll get my master. He will be proud of me.” Off he ran.

Peter Possum opened his eyes. Old Dog Tiger was gone. Peter Possum laughed. “I fooled him with my playful trick,” he said. “I pretended to be dead. That’s called ‘playing possum.’ I am very good at it.” Away he trotted, safe and sound and very much alive.

*Peter Possum’s Playful Trick*

By: Margaret Chaplin Campbell

Checking for Understanding

1. Why didn’t Old Dog Tiger like Peter Possum?
2. How was Peter Possum able to trick Old Dog Tiger?

Vocabulary:

* possum
* garbage
* protect
* flopped
* sniffed
* fooled
* trotted

<http://www.ncpublicschools.org/docs/accountability/testing/eog/reading/gr3set85099.pdf>

An excerpt from *The Story of The Three Little Pigs*

Traditional

Once upon a time there was an old Sow with three little Pigs, and as she had not enough to keep them, she sent them out to seek their fortune. The first that went off met a Man with a bundle of straw, and said to him, “Please, Man, give me that straw to build me a house’, which the Man did, and the little Pig built a house with it. Presently came along a Wolf, and knocked at the door and said, “Little Pig, little pig, let me come in.”

To which the Pig answered, “No, not, by the hair of my chinny chin chin.”

“Then I’ll huff and I’ll puff and I’ll blow your house in!” said the Wolf.

So he huffed and he puffed, and he blew his house in, and ate up the little Pig.

An Excerpt from *the Three Little Pigs*

Traditional

Checking for Understanding

1. What was the pig’s house made of? How strong do you think that kind of house would be?
2. Why did the Wolf want to come in to the pig’s house?

Vocabulary:

* excerpt
* sow
* seek
* straw

<http://www.gutenberg.org/files/18155/18155-h/18155-h.htm>

An Excerpt from *Rosy’s Journey*

By: Louis Alcott

Rosy was a nice little girl who lived with her mother in a small house in the woods. They were very poor, for the father had gone away to dig gold, and did not come back; so they had to work hard to get food to eat and clothes to wear. The mother spun yarn when she was able, for she was often sick, and Rosy did all she could to help. She milked the red cow and fed the hens; dug the garden, and went to town to sell the yarn and the eggs.

She was very good and sweet, and every one loved her; but the neighbors were all poor, and could do little to help the child. So, when at last the mother died, the cow and hens and house had to be sold to pay the doctor and the debts. Then Rosy was left all alone, with no mother, no home, and no money to buy clothes and dinners with.

"What will you do?" said the people, who were very sorry for her.

"I will go and find my father," answered Rosy, bravely.

"But he is far away, and you don't know just where he is, up among the mountains. Stay with us and spin on your little wheel, and we will buy the yarn, and take care of you, dear little girl," said the kind people.

"No, I must go; for mother told me to, and my father will be glad to have me. I'm not afraid, for everyone is good to me," said Rosy, gratefully.

An Excerpt from *Rosy’s Journey*

By: Louis Alcott

Checking for Understanding

1. Where did Rosy’s father go?
2. What happened when Rosy’s mother passed away?

Vocabulary:

* excerpt

<http://www.gutenberg.org/files/7425/7425-h/7425-h.htm#vi>

An Excerpt from the *Wizard of Oz*

By: L.Frank Baum

Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

When Aunt Em came there to live she was a young, pretty wife. The sun and wind had changed her, too. They had taken the sparkle from her eyes and left them a sober gray; they had taken the red from her cheeks and lips, and they were gray also. She was thin and gaunt, and never smiled now. When Dorothy, who was an orphan, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots, and he looked stern and solemn, and rarely spoke.

An Excerpt from the *Wizard of Oz*

By: L.Frank Baum

Checking for Understanding

1. How did Aunt Em react when she heard Dorothy’s laughter?
2. How would you describe Uncle Henry?

Vocabulary:

* none listed

<http://gutenberg.readingroo.ms/5/55/55.txt>

An Excerpt from *“Bats”*

By: Randall Jarrell

A bat is born naked and blind and pale.

His mother makes a pocket of her tail

and catches him.  He clings to her long fur

By his thumbs and toes and teeth.

And then the mother dances through the night

Doubling and looping, soaring, somersaulting--

Her baby hangs on underneath.

All night, in happiness, she hunts and flies.

Her high sharp cries like shining needle points of sound

Go out into the night, and echoing back,

Tell her what they have touched.

She hears how far it is, how big it is,

Which way it's going: She lives by hearing.

The mother eats the moths and gnats she catches

In full flight; in full flight

The mother drinks the water of the pond She skims across.  Her baby hangs on tight.

Her baby drinks the milk she makes him

In moonlight or starlight, in mid-air.

Their single shadow, printed on the moon

Or fluttering across the stars,

Whirls on all night; at daybreak

The tired mother flaps home to her rafter. The others all are there. They hang themselves up by their toes,

They wrap themselves in their brown wings.

Bunched upside-down, they sleep in air.

Their sharp ears, their sharp teeth, their quick sharp faces

Are dull and slow and mild.

All the bright day, as the mother sleeps,

She folds her wings about her sleeping child.

An Excerpt from *“Bats”*

By: Randall Jarrell

Checking for Understanding

1. How does the baby bat hold on to its mother?
2. What does the mother eat?

Vocabulary:

* doubling
* clings
* looping
* soaring
* somersaulting
* echoing
* fluttering
* gnats

<http://edebutts.tripod.com/id38.html>

An Excerpt from the *Story of* *Young Abraham Lincoln*

By: Wayne Whipple

The boy or girl who reads today may know more about the real Lincoln than his own children knew. The greatest President's son, Robert Lincoln, discussing a certain incident in their life in the White House, remarked to the writer, with a smile full of meaning:

"I believe you know more about our family matters than I do!"

This is because "all the world loves a lover"—and Abraham Lincoln loved everybody. With all his brain and brawn, his real greatness was in his heart. He has been called "the Great-Heart of the White House," and there is little doubt that more people have heard about him than there are who have read of the original "Great-Heart" in "The Pilgrim's Progress."

An Excerpt from the *Story of Young Abraham Lincoln*

By: Wayne Whipple

Checking for Understanding

1. Who did the author believe Abraham Lincoln to be?
2. What made Abraham Lincoln so special?

Vocabulary:

* brawn
* incident
* “Great Heart” in “Pilgrims Progress” (Book that many people read at the time Lincoln was present)

<http://www.gutenberg.org/files/22925/22925-h/22925-h.htm>

*Biscuits*

By: Pillsbury Cookbook

MATERIAL:

1 cup Pillsbury's Best  1/2 teaspoon salt  2 teaspoons baking powder 1 tablespoon cold butter 1/2 cup milk

WAY OF PREPARING:

Sift flour, salt and baking powder twice. Chop butter in with a knife until mealy. Add milk for a soft dough. Place on a board with a little flour. Knead gently until smooth. Roll out to one-half inch thickness. Use small cutter and place biscuits in greased pan. Bake in a hot oven until nicely browned.

*Biscuits*

By: Pillsbury Cookbook

Checking for Understanding

1. Name at least two ingredients necessary when making biscuits.
2. What must be added to the board when placing the dough?

Vocabulary:

* mealy
* knead

<http://www.gutenberg.org/files/24125/24125-h/24125-h.htm>

The Story of the *Boy Who Made Beautiful Melodies*

By: Thomas Tapper

Chopin was only nine years old when he first played in public. It is said that he created quite a sensation. But like all those who know that talent is something to be worked for, he did not stop studying just because his playing was pleasing to other people. In fact, it was just on that account that he began to work all the harder.

Then there came a great change. He left his home and went to Paris, where he lived for the rest of his life. Even though he was but a youth of twenty-one, he had already composed two concertos for the piano. These he had played in public to the great delight of all who heard him, but especially of his countrymen.

*The Boy Who Made Beautiful Melodies*

By: Thomas Tapper

Checking For Understanding

1. What did people think of Chopin’s first public performance?

2. How did the fact that people loved his music affect Chopin?

Vocabulary:

* countrymen
* composed
* pleasing
* public
* melodies

<http://www.gutenberg.org/files/35013/35013-h/35013-h.htm>

*The story of a little boy and his sister who gave concerts*

By: Thomas Tapper

Wolferl spent all his boyhood with his music. He went to many places to play, even as far from Salzburg, in Austria (where he was born), as to Paris and London.

Everywhere he went people were happy to see him and his sister and to hear them play. And they, too, were happy to play because they loved the music so much.

When they reached Vienna they played for the Emperor and Empress.

When Wolferl was presented to the Empress he jumped up into her lap and kissed her.

Wolferl was always busy composing music. But he played games and had a good time just like any other boy. When he was busy with his music, however, he never let his thoughts go to anything else.

*The story of a little boy and his sister who gave concerts*

By: Thomas Tapper

Checking for Understanding

1. Why did Mozart and his sister travel so much?

2. How serious was Mozart about his music? How do you know?

Vocabulary:

* composing
* Vienna
* Austria
* boyhood
* Salzburg
* presented
* concerts

<http://www.gutenberg.org/files/34582/34582-h/34582-h.htm>

*National Parks*

By: The National Park Service (NPS)

National Parks are special places that protect nature and history for future generations. That's a lofty goal, but there's nothing that says lofty goals can't be accompanied by a little fun! There are all kinds of fun activities in national parks, and Biscayne is no exception. Many of those activities are covered in other parts of this site, including canoeing and kayaking, snorkeling, trips out to the park's islands, camping, fishing, and more.

On top of all that, the park has a signature program with "Fun" as its middle name!

*National Parks*

Checking for Understanding

1. What are some activities that one can do at the Biscayne Park?

2. What is the purpose of national parks?

Vocabulary:

* lofty
* signature
* exception
* kayaking
* snorkeling

<http://www.nationalparks.org/sites/default/files/downloads/parks-for-play-2010.pdf>

*Ecosystems: Nature’s Neighborhoods*

By: The National Park Service (NPS)

From snow-covered forests to hot, dry, deserts, Grand Canyon contains many outdoor neighborhoods, called ecosystems in which plants and animals live. These living things depend on each other as well as non-living things such as air, water, soil, and sunlight to survive.

*Ecosystems: Nature’s Neighborhoods*

Checking for Understanding

1. What lives in an ecosystem?

2. What do living things depend on to survive?

Vocabulary:

* ecosystem

<http://www.nps.gov/grca/forkids/upload/Ecology_Final_5-21-13_smaller.pdf>

An excerpt from *Hurricanes*

*What Are the Parts of a Hurricane?*

By: NASA

**Eye:** The eye is the "hole" at the center of the storm. Winds are light in this area. Skies are partly cloudy, and sometimes even clear.

**Eye wall:** The eye wall is a ring of thunderstorms. These storms swirl around the eye. The wall is where winds are strongest and rain is heaviest.

**Rain bands:** Bands of clouds and rain go far out from a hurricane's eye wall. These bands stretch for hundreds of miles. They contain thunderstorms and sometimes tornadoes.

An excerpt from *Hurricanes*

Checking for Understanding

1. What is the center of a storm called?

2. Describe storms that occur around the eye wall.

Vocabulary:

* hurricane
* bands
* partly
* ring
* thunderstorm
* swirl
* stretch
* contain

<http://www.nasa.gov/audience/forstudents/k-4/stories/what-are-hurricanes-k4.html#.VAykmfldWH4>

*The 2012 Kid’s State Dinner*

*The First Lady Speaks at the 2012 Kids' State Dinner*

By: Letsmove.gov

On Monday, August 20, 2012 First Lady Michelle Obama hosted the first ever Kids’ “State Dinner” at the White House welcoming 54 budding chefs to a formal luncheon in the East Room! The guests, aged 8-12, represented all U.S. states, three territories and the District of Columbia, and each of them (and their parents) submitted a healthy recipe as part of the Healthy Lunchtime Challenge.

The Healthy Lunchtime Challenge invited families to create an original lunchtime recipe that is healthy, affordable and delicious, and follows the nutritional guidelines of my plate. The winners were chosen by a panel of judges from the organizations that teamed up with Mrs. Obama on this initiative: Epicurious, Department of Education and the Department of Agriculture.

*The 2012 Kid’s State Dinner*

Checking for Understanding

1. Where was the dinner held?
2. What were the requirements of the lunchtime recipe?

Vocabulary:

* hosted
* budding
* formal
* original
* guidelines

<http://www.letsmove.gov/kids-state-dinner>

*Our Global Kitchen: Food Nature and Culture*

Celebrate cultures and cooking, historic meals and markets, and moments in our lives that we mark with food—as well as the ingredients that we have discovered and shaped over the course of thousands of years. As this exhibition takes visitors on a journey of growing, transporting, cooking, eating, and celebrating food, it also examines contemporary issues of environmental and human health, food security, and feeding the world's growing population today and tomorrow.

*Our Global Kitchen: Food Nature and Culture*

Checking for Understanding

1. What will one learn about on in this exhibit?
2. What aspects of health will be discussed?

Vocabulary:

* transporting

<http://www.amnh.org/calendar/our-global-kitchen-food-nature-culture>

*EatSleepPlay: Building Health EveryDay*

All Ages

Step into CMOM’s *EatSleepPlay™: Building Health Every Day* exhibit and experience interactive ways for families to create a healthier lifestyle together. All activities and information based on the latest medical and behavioral research. Learn the essential facts and skills to make simple changes to build a strong and healthy future.

• Having a hard time getting your child to eat fruits and vegetables?

• Is your child’s bedtime getting later and later?

• Worried about the amount of physical activity your child is getting?

*The Decision Center*  Discover games and simple family routines that support and develop your brain’s ability to make healthier choices.

*Consequences* Crawl through a giant digestive system, follow nutrients into the body and pump a giant heart.

*The Sleep Center* Discover why nothing can replace sleep for good health and disease prevention.

*Play Center* Learn the power of pedaling, dancing, running, bouncing and jumping together as a family.

*NYC Green Cart* Meet the [Super Sprowtz](http://www.supersprowtz.com/)™, a team of super-powered vegetable heroes and explore the benefits of fruits and vegetables at this giant NYC Green Cart.

*EatSleepPlay: Building Health EveryDay*

Checking for Understanding

1. What exhibit should parents visit get their children interested in healthy foods?
2. What is the purpose of the Eat Sleep Play exhibit?

Vocabulary:

* Behavioral

<http://www.cmom.org/explore/exhibits/eat_sleep_play_building_health_every_day>

*Color Shows Mood*

By: Unknown

Artists use color to create patterns. Color can also show different moods. Bright colors make us feel happy and energetic. Dark colors make us feel calm or sad.

The primary colors are red, yellow, and blue. They are the colors that can be mixed together to make different colors. Mixing two primary colors makes a secondary color. The secondary colors are orange, green, and violet (purple). Orange is made by mixing yellow and red. Green is made by mixing yellow and blue. Violet is made by mixing red and blue. Intermediate colors can be made by mixing a primary and a secondary color together. Some intermediate colors are blue violet and red orange. Black, white, and gray are special colors. They are called neutral colors.

Colors have been organized into a color wheel. It shows the three primary colors, the three secondary colors, and the six intermediate colors. Artists use the color wheel. It helps them know which colors they want to use together.

*Color Shows Mood*

By: Unknown

Checking for Understanding

1. What kinds of colors make us feel calm?

2. What are secondary colors?

Vocabulary:

* mood
* bright
* energetic
* calm
* primary
* secondary
* intermediate
* neutral

<http://www.k12reader.com/reading-comprehension/Gr2_Wk12_Color_Shows_Mood.pdf>

*Food is Our Fuel*

By: Unknown

Everything that is alive needs energy. All animals get the energy they need from food. People are animals. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running.

Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals.

Since plants make their own food using sunlight, the sun’s energy is found in plants. The sun’s energy is very strong. It loses a lot of its strength by the time it goes into a plant.

When we eat plants, we get more of the sun’s energy than when we eat animals. That’s why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less energy than the first animal got. The second animal used a lot of energy to chase its prey.

Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel.

*Food is Our Fuel*

By: Unknown

Checking for Understanding

1. Where do plants get their energy?
2. Where do people get their energy?

Vocabulary:

* energy
* machine
* gasoline
* prey

<http://www.k12reader.com/reading-comprehension/Gr2_Wk13_Food_is_Our_Fuel.pdf>

*Nibsy’s Christmas*

By: Jacob August Riis

It was Christmas eve over on the East Side. Darkness was closing in on a cold, hard day. The light that struggled through the frozen windows of the delicatessen store, and the saloon on the corner, fell upon men with empty dinner-pails who were hurrying homeward, their coats buttoned tightly, and heads bent against the steady blast from the river, as if they were butting their way down the street.

Where the lamps in the delicatessen store made a mottled streak of brightness across the flags, two little boys stood with their noses flattened against the window. Their warm breath made little round holes on the frosty pane, that came and went, affording passing glimpses of the wealth within, of the piles of smoked herring, of golden cheese, of sliced bacon and generous, fat-bellied hams; of the rows of odd-shaped bottles and jars on the shelves that held there was no telling what good things, only it was certain that they must be good from the looks of them.

*Nibsy’s Christmas*

By: Jacob August Riis

Checking for Understanding

1. Why was it difficult for the men to walk down the street?
2. What were the people in the town getting ready for?

Vocabulary:

* glimpse
* affording
* pane
* dinner-pails

<http://www.feedbooks.com/book/3510/nibsy-s-christmas>

Fluency Packet 2-3

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